Terms of Reference (TOR)
Endline Study
of

'Strengthen Children of RMG worker's Protection and Education rights (SCOPE)' project

September 2024

TABLE OF CONTENTS

1. PROJECT SUMMARY

Type of endline	External
Name of the project	**'Strengthen Children of RMG worker's Protection and Education rights (SCOPE)' project**
Project Start and End dates	1st February 2023 to 31st January 2025
Project duration	Two years
Project locations	Dhaka City Corporation (Mirpur) ward no. 5 &6 and Savar sub-district (Dhamsona and Pathalis Union) under Dhaka district
Thematic areas	Child Protection and Education
Sub themes	Protection of Children from Violence, Appropriate Care,Child Protection System Strengthening, Working children, Early Childhood, Education, and Basic Education
Donor	MANGO
Direct beneficiaries	Direct Beneficiaries: 2000 children (70% girls) and 2000 adults (70% women)
	Indirect Beneficiaries: 6000 children (60% girl) and 8000 adults (60% women)
Project Goal	Children of RMG workers in Dhaka (Mirpur) and Savar can realise their rights to quality and inclusive protection and education services.

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2. INTRODUCTION

This document provides Terms of Reference (TOR) for endline study of 'Strengthen Children of RMG worker's Protection and Education rights (SCOPE)' project.

The purpose of the project is to support children of RMG workers, especially female workers, to realise their rights to quality and inclusive education and protection through improving their access to care, protection, education and development services. Moreover, the long-term impact of this initiative is aimed to be achieved by creating a preventative and supportive environment at family, community and industry level.

Following table shows that project goal and objective wise indicators to be measured:

Project Goal/Objectives	Indicators to be measured
Goal: Children of RMG workers in Dhaka and Savar can realise their rights to quality and inclusive protection and education services	• % of girls and boys of 2-18 years old are protected from violence among the target population • % of girls and boys of Grade 6-9 achieved grade level specific competency
Objective-1: Enhance the protection of children of the garment workers through care, protection and prevention services at community level	• % of girls and boys of 2-18 years old are protected from violence and neglect at community level • % of targeted girls and boys of 6-18 years old have improved knowledge on child rights, protection, neglect etc.
Objective-2: Improve children of garments workers' age-appropriate development and grade level competency	• % of girls and boys of 2-5 years old achieved age-appropriate development through ECCD • % of girls and boys of grade 6-9 attained grade level competency through remedial support
Objective-3: Create a supportive environment at family, community and industry level for enhanced protection and education of children of garments workers	• % of caregivers (female /male) knowledge improved on child rights, child protection, development, importance of STEM Education for girls and child rearing • % of members of community leaders, service providers and local level duty bearers' knowledge improved on child rights, care, protection, gender equality, inclusion etc.

The project is working in two communities in Dhaka City and two communities in Savar sub-district under Dhaka district where high concentration of RMG workers, lack of day care facilities, poor educational facilities. Starting from 1st February 2023 the project will continue till 31st January 2025. The project target 2000 children (70% girls) and 2000 adults (70% women) directly, another 6000 children (60% girl) and 8000 adults (60% women) indirectly.

Access to Services

First objective of the project is focused on providing care and protection services to the children of RMG workers at community level. In this regard, project has developed 4 day-care centres at community level for children of women RMG workers who are 2-5 years old. The project established 4 children spaces to provide a safe place for children of 6 to 18 years at community level constituting a recreational space for them to play, socialise and spend time with their friends and other children ensuring proper development. Besides these, the project also has been providingld protection services through case management for the children in critical needs, such as children vulnerable to child marriage, child labour, sexual and gender-based violence, children with disabilities, etc.

Quality Education and STEM

Second objective is focused on early years development quality education and STEM (Science, technology, engineering, and mathematics) for children of grade 6-9. The project is providing after school remedial education support to children, who face learning difficulties and have learning gaps. This remedial support is being provided to the same group of children with a special focus on girls, as there is a gender stereotypical belief that girls are less suitable for science, math, engineering, etc. The project iseducating the children on STEM to develop their knowledge and grow their interest in continuing to learn about STEM, which will ultimately foster a solid foundation in the changing job environment in Bangladesh. Moreover, the project will develop linkages for children who completed STEM course with different national and international platforms and initiatives like Math and Science Olympiad to increase their motivation and continued engagement with STEM.

Enabling Environment

The third and final objective of the project is focused on working with the children's families, caregivers, local level service providers and duty bearers as well as garment factory owners to ensure a supportive and active environment towards the rights, protection and development of the children of RMG workers and their caregivers. The intervention includes awareness raising initiatives to improve the knowledge of parents/caregivers and community people on the rights, protection, and development services as well as importance of girls studying in STEM of children. Formation of children and adult groups to play a vital role in community mobilisation for ensuring their rights. The project developed their capacity so that they effectively use their voices and skills to prevent, monitor and respond to violations of child rights. Finally, the project is advocating with the garment factory owners to make them responsive to support community level day care centres and other intervention for the children of RMG workers.

The project plans to conduct an endlline study to capture and document the current situation against project goal and objectives, and endline status of the outcome indicators (please see Annex 1: Outcome Indicators) to provide an information against which to monitor the progress.

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3.BACKGROUND AND CONTEXT

Save the Children is a child rights organization with a mandate rooted in the United Nations Convention on the Rights of the Child. Save the Children has been working in Bangladesh since 1970 to promote the rights of children and adolescents to education, to health and to a life without violence. Save the Children is also committed to reduce children's and their care givers' vulnerability to humanitarian crisis, ensuring their right to survival and development. At present, SC is working in 52 out of 64 districts of Bangladesh. Save the Children has the expertise and long experience to work in both development and humanitarian settings. Save the Children is one of the largest child rights organisations in Bangladesh. SC has long experience to work with corporates and the RMG sector addressing the needs and realizing the rights of workers and children.

According to the Population and Housing Census of Bangladesh 2022, about 38.64 % of the total population (165.16 million) are children and adolescents. Bangladesh continues to face major development challenges, pervasive violence against children and child marriage (51% of women married before the age of 18), continuing primary dropout rate (according to Annual Primary School Census 2021 data primary school dropout rate is 14.15% in 2021). UNICEF data shows that, only 43.5 percent children's access early learning opportunity, that means 56.5% children are deprived of proper care, during the crucial stage mostly because their parents/caregivers are at work. Though net enrolment rate increased in primary education almost 98% while gross enrolment in secondary education is 72.6%. Moreover, quality education one of the biggest concerns in Bangladesh. During COVID-19 pandemic situation, almost 2 years schools closure created a learning gap among the students as well as it also increased dropout rate at secondary schools, currently 36%. Increasing dropout means increasing possibility of child marriage and child labor.

The Bangladesh garment sector is an important driver of economic growth in Bangladesh and the sector's expansion has specifically contributed to a rise in women's employment. However, women continue to face the double burden of being responsible for most household chores and childcare. These women often struggle to shoulder both long working hours in the factories and unpaid work and care responsibilities. There are limited support services available for women workers who mainly rely on their family to take care of their children[1]. Mothers who have no extended family at working area, often have to send their children to their home districts, or otherwise keep their child in neighbours' family by paying money. Others may have to opt for keeping their child at a local daycare centre, whose facilities often are not fulfilling basic standards of health, safety and quality care. An important concern of childcare and protection is also a long period of time children need to stay unsupervised from their mother. Moreover, 0-5 year is very crucial time in a child's development. 80% of child's brain is developed during this age. This means, children who do not get proper care and stimulation during the period, are being deprived of their opportunities later in life.

South Asia has one of the lowest proportions of women in Science, Technology, Engineering and Math (STEM) in the world, and Bangladesh is at the very bottom with only 14% percent involved in STEM[2]. Some of the gender specific barriers that girls face to access STEM education are rooted in social cultural beliefs that math and science are perceived as male domains which prevent even the most confident and motivated girls from pursing STEM. Caregivers and parents also believe that STEM education is more important for boys and teachers also perceive

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[1] Exploring unpaid work and care for female garment workers in Bangladesh, Work and Opportunities for Women, 2020
[2] Why we need to enhance STEM education for rural girls in Bangladesh, BROOKINGS, Education plus Development, 2019

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boys to be stronger in STEM and lack confidence in girl's abilities in STEM subjects[3]. Technical skills associated with STEM subjects are crucial not only to acquiring specific jobs but also to building the transferable skills underlying the ability to innovate, skills that will become even more crucial to Bangladesh's future workforce.

The project focus on the primary group of children 2-18 years old of RMG workers, in particular female RMG workers. This is one of the most critical and disadvantaged groups of children facing multifaceted problems and challenges considering their care, protection, education, and life skill development.

4. SCOPE OF ENDLINE

4.1 Purpose, Objectives and Scope

The primary objective of the endline evaluation is to determine the extent to which the project has achieved its intended outcomes against its indicators as outlined in the project document. This involves assessing whether the targets set forth in the project document have been met, exceeded, or fallen short.

The endline evaluation involves comparing the status and outcomes of the project with the baseline data collected at the beginning of the project and its findings. This comparison helps to track changes over time and evaluate the effectiveness of project interventions.

The specific objectives of the endline are to:

- Assess according to the Organization for Economic Co-operation and Development-Development Assistance Committee (OECD-DAC)[4] criteria that reflect relevance, effectiveness, efficiency, impact, and sustainability of the project, as well as its delivery, that examines various aspects of the project's performance and outcomes against indicators as per the project log frame.
- Identify lessons learned(What worked well and why; what did not work well and why ;what could have been better) and good practices from the implementation of the project to design, implementation, and management of future urban projects and ensuring sustainability.
- Chalk out the recommendations for future actions and improvements based on the findings and insights gained from the study.

Scope

The scope of the endline evaluation typically involves assessing the impact, effectiveness, and sustainability of a project, program, or intervention at its conclusion or near the end of its implementation period.

The endline evaluation will be conducted in the project locations of Mirpur and Savar to determine whether the project or program has achieved its intended outcomes and objectives, as well as to identify lessons learned, best practices, and areas for improvement. This involves measuring changes in outcomes, behaviors, or conditions resulting from the intervention. The important scope of the assignment is to provide recommendations for improving similar projects or programs in the future based on the findings of the evaluation. These

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[3] Barriers to STEM education for rural girls: A missing link to innovation for a better Bangladesh, ECHIDNA Global Scholars Program, Policy Paper, 2019

[4] Evaluation Criteria - OECD

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recommendations may address areas such as program design, implementation strategies, monitoring and evaluation frameworks, and stakeholder engagement.

Another scope of the study is soliciting feedback from stakeholders, including beneficiaries, partners, and implementing agencies, to capture their perspectives on the project or program's performance and impact. Overall, the scope of an endline evaluation is comprehensive and aims to provide a thorough assessment of the project or program's achievements, challenges, and areas for further development. SCI will disseminate the findings of this endline evaluation across the country office and use them to design the new program development in the future.

4.2   Intended Audience and Use of the Endline

The key stakeholders/audiences for this endline are:

Stakeholder	Further information
Project donor	MANGO
Primary implementing organisation	Save the Children (Project team, Child Protection and Education Sectors, E&L team)
Implementing partners	BTS (Breaking the Silence)
Government stakeholders	Local Government Institutions, Local Administration, Education officials
Community groups	Teachers, SMC members, community members, RMG factory owners, RMG factory owners' association and private service providers, community leaders
Beneficiaries	2-18 years old children of RMG workers, parents/caregivers, and community people

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4.3 Key Study Questions

The key study questions of this endline study should be guided by the OECD-DAC evaluation criteria that will answer the following key questions as per the criteria.

Criteria	Key Study Questions
Acceptability and appropriateness	▪ Is the project acceptable to the local community, children, youth,and stakeholders? Did they willingly participate and engage in the program? Was it based on community consultation?
Accountability	▪ What process and mechanism have been followed to ensure accountability and transparency towards children, parents/caregivers, and the wider community? Did this process help to improve program quality?
Child participation	▪ How were children supported to meaningfully participate across the program/project cycle? ▪ Were stakeholders aware of how they can provide feedback to the project interventions? ▪ How well children and youth have participated meaningfully across the program/project cycle?
Child rights programming	▪ How has the program/project design and implementation considered a child rights approach?
Safe programming	▪ Has the program been designed, planned, implemented, and monitored to ensure it is safe for children and adults? ▪ How has child safety been integrated into the program/project design and implementation of activities? ▪ What are relevant services available and what challenges to access services for targeted children and community people? Is there any discrimination to access services for vulnerable groups, especially girls and children with disabilities?
Coherence*	▪ Did the intervention support beneficial synergies and linkages with other interventions carried out by Save the Children in the country/community?
Cost-effectiveness	▪ Was the intervention cost-effective?
Effectiveness*	▪ Did the program/project achieve its intended outcomes? - How were girls and boys (ages 2-18) protected from violence and among the target population? - How were girls and boys (ages 2-18) protected from violence and neglect at the community level? - How did children in grades 6-9 achieve grade-level-specific competency? - How did girls and boys (ages 6-18) improve their knowledge of child rights, protection, and neglect?

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Criteria	Key Study Questions
	- How did girls and boys (ages 2-5) reach age-appropriate development through Early Childhood Care and Development (ECCD) interventions according to caregiver-reported tools like CREDI and standardized assessments like IDELA? - How did children in grades 6-9 attain grade-level competency through remedial support (extra caring for children who need it)? - How did girls and boys of grade 6-9 enroll in STEM and have completed the course? - How did girls and boys of grade 6-9 increased their knowledge on STEM curriculum contents by 30%? - How has caregiver (female/male) knowledge improved on topics such as child rights, child protection, child development, the importance of STEM education for girls, and child-rearing practices? - How did community leaders, service providers, and local duty bearers enhance their understanding of child rights, care, protection, gender equality, and inclusion? Additionally, we are keen to explore: ▪ Are there any differences in outcomes achieved by diverse groups? ▪ Were there any unintended outcomes?
Efficiency*	▪ Were objectives achieved on time? (and budget) ▪ Did we achieve an appropriate balance between cost-efficiency and meeting our organizational principles (e.g., in terms of community engagement in planning, monitoring, and decision-making process)?
Impact*	▪ To what extent and how have the project interventions impacted and contributed to the change of life of children and young children of RMG workers, youth, and parents/caregivers? ▪ How RMG factory owners/management be involved and contribute to the rights and developments including care, education, protection, and well-being of children of RMG workers?
Process	▪ Have Monitoring, Evaluation, Accountability & Learning (MEAL) activities been implemented as planned? Were they relevant and appropriate? How could they be improved? ▪ What is the picture of the existing coordination mechanism among the relevant stakeholders? What are the strengths and weaknesses of the existing coordination mechanism?
Satisfaction and experience	▪ Are the targeted communities/schools satisfied with the quality of the program delivery?

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Criteria	Key Study Questions
	▪ Did the project beneficiaries feel the services they received were acceptable, appropriate, and suited to their needs?
Sustainability*	▪ Will the process, results, and positive impacts of project intervention last after the end of the project?
Evidence and Learning	▪ Has the project evidenced and documented learning and good practices that can be replicable to other programs, projects, and contexts? ▪ What are the key lessons generated throughout the program intervention?
Gender sensitivity and inclusion	▪ How the project has tried to address existing power dynamics and gender gaps through different interventions? ▪ How has the project considered the inclusion of vulnerable groups in the identification of the design and its implementation of activities?

5.STUDY METHODOLOGY

5.1 Study Design and Sampling

The endline evaluation will adopt a mixed method design, integrating both quantitative and qualitative methods in line with the OECD-DAC evaluation criteria and other key criteria are outlined in this Terms of Reference (ToR). The consultant/consultancy firm is expected to develop and propose a detailed methodology that enables the evaluation to meet the objectives given above and addresses the scope of work and key study questions.

The methodology and relevant instruments should be adjusted in consultation with SCI and finalized before implementation and it will be designed by the consultant in the inception report. The study will be carried out by involving of diverse stakeholders, including program participants, staff, partners, and beneficiaries, throughout the evaluation process. The consultant must briefly present the methodological approach they will undertake for the evaluation and elaborate on the endline process, tools and data analysis, and presentation methods.

5.2 Sample size estimation

The consulting firms can propose a comprehensive study design and representative sample size for the endline study that effectively addresses the research objectives and generates valuable insights for decision-making.

For the quantitative component, the consultant team will calculate the sample size based on the standard sampling technique, ensuring representation from the age-wise each category of group considering the measurement of the outcome indicators. The sample size should ideally be separated for children, parents/caregivers, and community people. For this sampling purpose, age-wise wise total targeted beneficiary number has been attached here.(Please see Annex 1-Age group-wise beneficiary table).

The actual sample size proposed by the consultancy firm will be finalized based on discussion and agreement with SCI. To avoid sampling error, some additional samples (e.g., 5% as a margin of error) should also be considered. The consultant team will justify any revisions or

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modifications to the stakeholder list and corresponding tools based on the objectives of the endline evaluation.

For the qualitative method, a purposive sampling technique will be employed to select participants for FGDs (Focus Group Discussions) and KIIs (Key Informant Interviews) from multiple stakeholder groups. FGDs will be conducted with the direct participants of the projects while KII participants will be selected based on their expertise and knowledge of the topics of interest to ensure the most informed perspectives are captured. A consultant/consultancy firm is requested to propose the final design for the qualitative sample mechanism as well as the number of FGDs, KIIs, and Case Stories that will be conducted with which category of respondents.

The following table shows the tentative respondent category of the qualitative design.

| Method	Respondents
FGD	Children (6 to 12 years)
	Children (13 to 18 years)
	Parents/caregivers
KII	Teachers and SMC members
	Service providers, govt. officials and
	Local govt. representatives
	Factory owners/management
	Local community leaders
	Project implementing partner
Case Story	Children and youth

Please see the annex of the baseline methodology of this project as an indication of the study design. However, SCI expects improved and appropriate methodology for the endline study to address the endline study objectives and key questions.

5.3 Data Sources and Data Collection Methods/Tools

By conducting a thorough and detailed review of secondary documents like a comprehensive list of secondary documents relevant to the project, project proposal, project log frame, MEAL plan, and project baseline report, the endline evaluation team can gain valuable insights into the project's context, activities, and outcomes, as well as its alignment with government policies and international frameworks. These documents are crucial for the successful execution of the endline evaluation. This information will also help ensure that the endline evaluation is rigorous, relevant, and impactful.

The endline evaluation team can ensure that all primary data collection facilitates disaggregation by relevant criteria, incorporates data triangulation to enhance validity, and leverages external data sources to enrich the evaluation findings. This approach will contribute to a more thorough and nuanced understanding of the program's outcomes and impact across diverse populations.

The quantitative data will be collected by structured questionnaire while the qualitative by a semi-structured question guide. The questionnaire should be pretested to make it precise and function better. The consultant team is responsible for collect, process, and

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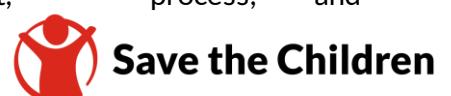
analyze both quantitative and qualitative data. Quantitative data should be collected through KoBo/SurveyCTO using Android device and processed using statistical data analysis software. Quantitative data will be collected through a face-to-face household survey. Qualitative data collection methods may include KII, and IDI (In-depth interview) to generate case stories, FGD, and observations but are not limited to. The consultation sessions (FGD) with children should follow age-appropriate participatory consultation guidelines for children as data collection tool. If needed, the consulting firm will be oriented to develop child participatory tool for consultation with very young adolescents. Besides, the evaluation team may hold discussions with the service provider, government stakeholders, garments factory management, and other stakeholders with whom the project has worked to get their perceptions about the changes they have noticed as well as their views about further improvement of the programme. The consultant team will share/present the draft findings with the project team and key partners to finalize the study findings.

The Consultant/endline team are required to adhere to the Save the Children <u>Save the Children Child Safeguarding; Protection from Sexual Exploitation and Abuse; Anti-Harassment, Intimidation and Bullying; Data protection and Privacy policies</u> throughout all project activities. All the data, reports and other deliverables produced in this study will be treated as the property of Save the Children and information, data or deliverables related to this assignment cannot be sold, used or reproduced in any manner by the consultant/endline team without prior permission from the Save the Children.

5.4 Ethical considerations

It is expected that this endline will be:

- **Child participatory**. Where appropriate and safe, children should be supported to participate in the assessment process beyond being respondents. Opportunities for collaborative participation could include involving children in determining success criteria against which the project could be evaluated, supporting children to collect some of the data required for the assessment themselves, or involving children in the validation of findings. Any child participation, whether consultative, collaborative or child-led, must abide by the 9 Basic Requirements for meaningful and ethical child participation.
- **Inclusive**. Ensure that children from different ethnic, social and religious backgrounds have the chance to participate, as well as children with disabilities and children who may be excluded or discriminated against in their community.
- **Ethical**: The endline must be guided by the following ethical considerations:
  - Child safeguarding – demonstrating the highest standards of behaviour towards children
  - Sensitive – to child rights, gender, inclusion and cultural contexts
  - Openness - of information given, to the highest possible degree to all involved parties
  - Confidentiality and data protection - measures will be put in place to protect the identity of all participants and any other information that may put them or others at risk.
  - Public access - to the results when there are not special considerations against this
  - Broad participation - the relevant parties should be involved where possible

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   o Reliability and independence - the endline should be conducted so that findings and conclusions are correct and trustworthy

It is expected that:

- Data collection methods will be age and gender appropriate.
- Endline activities will provide a safe, creative space where children feel that their thoughts and ideas are important.
- A risk assessment will be conducted that includes any risks related to children or young people's participation.
- A referral mechanism will be in place in case any child safeguarding or protection issues arise.
- Informed consent will be used where possible.
- The endline will explore any personal and professional influence or potential bias among those who are collecting or analyzing data and address or mitigate ethically.
- Informed consent will be used where possible.

6. EXPECTED DELIVERABLES

The study deliverables and tentative timeline (subject to the commencement date of the study) are outlined below. The consultant and SC project team will agree on final milestones, questions, methods, and deadlines at the inception phase.

Deliverables and Tentative Timeline

Deliverable	Timeline
The Study Team is contracted and commences work	13 October 2024
The study Team will facilitate a workshop with the relevant stakeholders at the commencement of the project to develop the inception report.	14 October 2024
The study Team will submit an **inception report*** in line with the <u>provided template</u>, including: - Study objectives, scope, and key study questions - description of the methodology, including design, data collection methods, sampling strategy, data sources, and study matrix against the key study questions - data analysis and reporting plan - caveats and limitations of study - risks and mitigation plan - ethical considerations including details on consent - stakeholder and children communication and engagement plan - consultation protocols for consulting with children and other vulnerable groups (if applicable) - key deliverables, responsibilities, and timelines - logistical or other support required from Save the Children	21th October 2024

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- data collection tools (in line with the study matrix). - Once the report is finalised and accepted, the study team must submit a request for any change in strategy or approach to the study manager or the steering committee.	
Final data collection tools (in the report language): - Survey instrument - Data collection mechanism	3 November 2024
Receive Ethical Review Committee(ERC) approval	By 12 November 2024
Data collection	19th November-26th Noverber 2024
An [Interim Report / Power Point Presentation] including a summary of formative findings from the study. The focus will be on: - Summary of interim findings - Any emerging program issues or risks (if applicable) - Any changes that have had to be made to the study design (if applicable) - Key tasks for the next stage of the study and any proposed refinements or changes to methodology (if applicable)	2 December 2024
A **Endline Report*** (Draft Version) including the following elements: - Executive summary - Background description of the program/project and context relevant to the Study (1 page) - Conceptual framework of the review - Scope and focus of the endline - Overview of the endline methodology and data collection methods, including a study matrix - Findings against outcome and its indicators as per log frame compared with the endline value (summary table) and analysis should be aligned to each of the key study questions (OECD-DAC criteria) *(15-18 pages)* - Specific caveats or methodological limitations of the endline - Key lessons learned (2-3 pages) - Conclusions outlining implications of the findings or learnings (1 page) - Recommendations (2-3 pages) - Annexes (Project logframe, study ToR, Inception Report, Study schedule, List of people involved) A consolidated set of feedback from key stakeholders will be provided by Save The Children within one weeks of the submission of the draft report.	8 December 2024
Data and analyses including all raw data, databases and analysis outputs	15 December 2024
Final Endline Report* incorporating feedback from consultation on the Draft Endline Report	22 December 2024
Knowledge translation materials:	26 December 2024

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▪ PowerPoint presentation of study findings (8 slides) highlighting the: methodology and purpose- 1 slide, key findings- 4 slides, challenge- 1 slide, lesson learned if any- 1 slide, and recommendation- 1 slide. ▪ Evidence & Learning Brief** ▪ **All softcopies of Kobo Xls, data set, data analysis plan table, analysis do files, photographs and other relevant documents need to be delivered**	

*All reports are to use the Save the Children **Final Study Report template**. Please also refer to the Save the Children technical writing guide.

** The Evidence & Learning Brief is a 3-5 pages summary of the full report and will be created using the Save the Children **Evidence & Learning Brief template**.

All documents are to be produced in MS Word format and provided electronically by email to the SC Evaluation Project Manager. Copies of all PowerPoint presentations used to facilitate briefings for the project should also be provided to Save the Children in editable digital format.

7. REPORTING AND GOVERNANCE

The study team lead is to provide reporting against the project plan. The following regular reporting and quality review processes will also be used:

A written progress report by mail each week to the Save the Children study Project Manager, Md. Rezaul Karim by outlining progress made over the past month. The study will be coordinated by Most. Mokaddesa Kadery, Technical Specialist, MEAL.

The Project Donor/PDQ Director will be accountable for approving the Final Study Report.

8. STUDY MANAGEMENT

The Endline Evaluation team is to provide reporting against the project plan. The following regular reporting and quality review processes will also be used:

Endline Tentative Timeline, with key deliverables in bold.

What	Who is responsible	By when	Who else is involved
Study tender submissions due [if external]	Study proponents	6 October 2024	HR, Project team
Tender review and selection of study team [if external]	SC tender review panel	10 Oct 2024	Project team, Procurement team and E&L team
Documentation review, desk research	Consultant team	13 Oct 2024	Project team
Consultation	Consultant team	14 Oct 2024	Project and E&L team
Inception report	Consultant team	21 Oct 2024	Project and E&L team

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What	Who is responsible	By when	Who else is involved
Review of inception report	SCI Study Project Manager	27 Oct 2024	Project and E&L team
Development of Data collection tools	Consultant team	3 Nov 2024	Project and E&L team
Receive Ethical Review Committee(ERC) approval	ERC	12Nov 2024	E&L team
Logistical arrangements	Consultant team	13 Nov 2024	Project team
Enumerators Training	Consultant team	17-18 Nov, 2024	
Data collection	Consultant team	19-26 Nov, 2024	E&L team, Project team
Data management and analysis (coding, transcriptions, data cleaning, integration and analysis)	Consultant team	27-28 Nov, 2024	E&L team, Project team
An [Interim Report / Power Point Presentation]	Consultant team	2 Dec, 2024	Project and E&L team
First draft of the endline report	Consultant team	8 Dec, 2024	Project and E&L team
Review of first draft report	Project and E&L team	12 Dec, 2024	Project and E&L team
Meeting with evaluators and evaluation team to finalize the report	SC study Project Manager	17 Dec, 2024	Project and E&L team
Validation of study findings and recommendations	SC study Project Manager	18 Dec, 2024	Project and E&L team
Final study report and submission of data and analyses	Consultant team	22 Dec, 2024	Project and E&L team
Knowledge translation materials	Consultant team	26 Dec, 2024	Project and E&L team
Project team meeting to develop Study Response Plan	SC Study Project Manager	296 Dec, 2024	Project and E&L team
Study final report (together with response plan) posted on OneNet and reviewed	SC Study Project Manager	31 Dec, 2024	Project and E&L team

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9. DISSEMINATION PLAN

The study team will develop an Evidence and learning brief. SCI will organize a dissemination workshop where the study team will present a PowerPoint version of the study and will share the Evidence and Learning Brief including recommendations with policymakers and relevant stakeholders like the Government of Bangladesh (GOB), International Non-Government Organizations (INGOs), SCI staff, communities, beneficiaries, and children.

10. ENDLINE TEAM AND SELECTION CRITERIA

Interested consultants will be required to submit an Expression of Interest in line with the provided template, which should demonstrate adherence to the following requirements.

- Post-graduate degree (Social Science, Education, Statistics, Anthropology, Development Study, or any other relevant discipline).
- The consultant must be able to take a collaborative approach, as s/he will work closely with project staff, RMG factory staff, and other stakeholders including children in this process.
- Significant professional background of at least 5 years of hands-on relevant experience in conducting the qualitative review, research (ENDLINE EVALUATION, final evaluation, baseline study, etc) along with the quantitative survey.
- Sound and proven experience in conducting evaluations based on OECD-DAC evaluation criteria, particularly utilization and learning-focused evaluations.
- Designing and conducting baseline and end-line evaluations using qualitative, quantitative, and/or mixed method design.
- Conducting research and/or evaluation in the field of Child Protection, Basic Education, Life Skills, Gender and Inclusion, Child Rights, Health and Nutrition, and STEM, Education system in Bangladesh with a special focus on ECCD, particularly on vulnerable marginalized communities in RMG workers living area.
- Conducting ethical and inclusive research and/or evaluation involving marginalized, deprived, and/or vulnerable groups in culturally appropriate and sensitive ways
- Strong liaison with government-level stakeholders at the central and field level, especially DSHE(Directorate of Secondary and Higher Education), MoWCA(Ministry of Women and Children Affairs), LGI(Local Government Institute), and BSAF (Bangladesh Shishu Adhikar Forum).
- Strong management skills (planning, coordinating, and organizing the work of the teams of enumerators, supervisors, and qualitative researchers) to complete the work on schedule and to the required standard
- Experienced in managing large and complex quantitative datasets using STATA/SPSS/Python, along with qualitative datasets such as transcription and documentation that may be managed by using Atlas. ti/Nvivo.
- Strong analytical skills in both quantitative and qualitative research.
- Strong written and verbal skills in communicating technical and/ or complex findings to non-specialist audiences (especially report writing and presentation skills).

- The consultant team must have a data analyst or data expert on kobo, SPSS etc.
- A track record of open, collaborative working with clients.

There is a high expectation that:

- Members (or a proportion) of the evaluation team have a track record of working together.
- A team leader will be appointed who has the seniority and experience in leading complex study projects, and who has the ability and standing to lead a team toward a common goal.
- The team can commit to the terms of the project and have adequate and available skilled resources to dedicate to this study over the period.
- The team has a strong track record of working flexibly to accommodate changes as the project is implemented.

Financial Proposal

Save the Children seeks value for money in its work. This does not necessarily mean "lowest cost", but the quality of the service and reasonableness of the proposed costs. Proposals shall include personnel allocation (role/number of days/daily rates/taxes), as well as any other applicable costs.

11. TECHNICAL EVALUATION CRITERIA

The organization will assign a committee composed of management and technical team to evaluate the proposals submitted by consulting firms/firms. The selection committee will evaluate the bidders based on the criteria set below. The consulting firm/firm is expected to provide detailed information based on the given framework to ensure fair and effective comparison. The committee reserves the right to drop a competitor that scores the least. The proposals submitted will be reviewed based on the set criteria.

Eligibility/Essential Criteria:	Criteria which bidders must meet in order to progress to the next round of evaluation. If a bidder does not meet any of the Essential Criteria, they will be excluded from the bidding process immediately. These criteria are scored as 'Pass' / 'Fail'. ■ Legal Documents [Copy of Trade License/Registration Certificate, TIN, BIN/VAT, Certificate of Incorporation (for Limited Company only)]. ■ Minimum 5 years of experience for consultancy service to renowned companies and supporting Work Orders/Experience certificate (i.e. MNC, UN, NGO, INGOs, GoB, Donor agency/Bank/Financial Institutions) need to submit. ■ Relevant Experience: Conducting studies in the field of child rights, child protection, ECCD and education specifically assessing age-appropriate development and student's grade level competency) context. Please submit relevant previous study reports that the

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	research team has worked on and produced on similar subject areas and methodology, as samples.
	▪ Suppliers/Vendors are not any prohibited parties or on Government debar/ Blacklisting by any organization.
	▪ Compliance with our Mandatory Policy

The technical evaluation criteria can vary but the standard practice is as follows.

Criteria	Score
Approach and Methodology Understanding of the ToR and reflection on it in the proposed study framework, methodology, data quality assurance plan, etc.	**20**
Relevant Experience in Child Protection and Education (Especially experience on CREDI and IDELA tools, Science, Technology, Engineering, and Mathematics (STEM), Life-skills assessment, Case management, and cost-effectiveness, additionally in the context of gender equality and women's economic empowerment.)	**10**
Team Composition and Expertise Team leader and other team members have expertise on - Designing and conducting outcome evaluations using quasi-experimental design - Leading socio-economic research, evaluations or consultancy work in women RMG workers community, particularly gender equality - Having experience and expertise with high-quality report writing mentioning clear and concise information with logically and coherently - The team should be able to tailor the tone and style of the report to suit the intended audience.	**10**
Work Plan and Timeline (A clear and realistic work plan that aligns with the project timeline, demonstrating the ability to deliver high-quality outputs within the stipulated timeframe.) **Sample of Previous Similar Assignments and Reports** Share one or two relevant previous Endline reports if possible.	**10**
Oral Presentation (A clear and engaging presentation on understanding the assignment, overall technical approach, methodologies, and work plan)	**20**
Sustainability criteria Bangladesh-based consultant (individual, org), using local resources (e.g., research assistants, note-takers) 10 Otherwise (0)	**10**
Financial Proposal	**20**
Total	**100**

Note: The consulting firm will be qualified if it gets a score of 50%(30 out of 60) on the technical proposal.

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12. SCHEDULE OF PAYMENT

The payment will be made through the A/C Payee Cheque in favor of the contract holder, which will cover everything i.e., remuneration, fieldwork cost, conveyance, printing, other administrative cost, etc. All expenditures during survey time will be taken care of by the consulting agency. Save the Children in Bangladesh will deduct tax, according to the TAX and VAT Regulation of the Government of Bangladesh.

- Upon approval of inception report, tools, and field plan: 40%
- Upon approval of the final study report: 60%

13. ANNEXES

Annex 1:Logframe

Mango_Concept
Note and Log Frame_

Annex 2: List of project documents to be consulted

Annex 3: SC Steering Committee Roles and Responsibilities

[insert content]

Annex 4: SCI Child safeguarding policy

Child Safeguarding
Policy_SCI.pdf

Annex 5: SCI Evaluation Scoring for perspective consultants

Annex 6: Baseline overview and indicator value

Baseline overview
and Indicator Value_S

Category	Evaluation Quality Criteria (used for internal scoring after completion)
Purpose, Design and Methods	1. Does the evaluation report clearly identify the evaluation's purpose (including its key objectives, questions and criteria) as set out in the evaluation's Terms of Reference (ToR)?

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Category	Evaluation Quality Criteria (used for internal scoring after completion)
	2. Are the data collection and analysis methods a clearly justified approach to addressing the evaluation's purpose and questions? (Do they provide valid, reliable and ethical data?)
	3. Is the methodology suitably tailored to the context and population groups to which the evaluation questions relate (e.g., re gender, disability, socio-economic status, geographic location, cultural context, ethnicity)?
	4. Is the size and composition of the sample in proportion to the conclusions sought by the evaluation?
	5. Does the evaluation build on what is already known, for example existing tried and tested frameworks and tools, existing data/evidence, and previous lessons learned?
	6. Are the methods used to collect and analyse data and any limitations of the quality of the data and collection methodology explained and justified?
	7. Has any personal and professional influence or potential bias among those collecting or analysing data been recorded and addressed or mitigated ethically?
Analysis and Findings	8. If evaluating impact, is a point of comparison used to show that change has happened (e.g., a baseline, a counterfactual, comparison with a similar group)?
	9. Is the explanation of how (e.g., theory of change, logframe, activities) the intervention contributes to change explored?
	10. Is the data well triangulated, such as by using different data collection methods, types of data and stakeholder perspectives?
	11. Are alternative factors (e.g., the contribution of other actors) considered to explain the observed result alongside an intervention's contribution?
	12. Are unintended and unexpected changes (positive or negative) identified and explained?
	13. Are the perspectives of children & communities included in the evidence, including the most deprived and marginalised? Note: For evaluations focused on young children, caregiver perspectives are adequate instead.
	14. Are the findings disaggregated according to sex, disability, and other relevant social differences?
	15. Is there a clear logical link between the data that was collected and analysed, and the conclusions and recommendations presented?

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Category	Evaluation Quality Criteria (used for internal scoring after completion)
	16. Are conflicting findings and divergent perspectives presented and explained in the analysis and conclusions?
	17. Are the findings and conclusions of the assessment shared with and validated by a range of key stakeholders (e.g., communities, partners, Save the Children staff)?
Communication and Use	18. Is the analysis and interpretation of the data well communicated through accessible language and helpful visuals (diagrams, graphs, tables as needed)?
	19. Are references, annexes and links included that provide additional relevant data, analysis or references (including key documents and which individuals/stakeholders were involved)?
	20. Is there a clear plan for how to use the results, including recommendations that are 'SMART' (Specific, Measurable, Achievable, Relevant, Timebound) and directed toward the appropriate 'end users', a dissemination plan, and specific actions for implementing these recommendations?

TOR prepared by:	Most.Mokaddesa Kadery, Technical Specialist, MEAL, E&L, PDQ
TOR endorsed by	Abdulla Al Mamun, Director - Child Protection and Child Rights Governance
TOR reviewed by:	Mojib-Ul-Hasan, Senior Manager, Child Protection; Md. Rezaul Karim, Manager, Child Protection; Bijan Chowdhury, Technical Specialist, Education; Mosharraf Hossain, Officer, MIS, PDQ Sajedur Rahman, Technical Specialist, Research, Evidence and Learning, PDQ
TOR approved by:	Head of MEAL – Evidence and Learning, PDQ
Date of sign off:	24 September 2024

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SELECTION CRITERIA GUIDANCE

Essential criteria

Understanding of requirements and proposal

1) Demonstrate your understanding of the study requirements and provide your proposal for how you would approach the research/evaluation. Your proposal will be assessed on whether the approach and methodology are robust, appropriate (actionable, sensitive, responsible) and indicates that it will achieve the study requirements.

2) Demonstrate your understanding of the deliverables and activities to be implemented, by:

   a) Describing your proposed approach to project management and track record of delivering on time and on budget.

   b) Providing a project plan with indicative timeline and defined roles and responsibilities of team members.

Capability criteria

Demonstrated Experience

3) Demonstrate your experience and track record in conducting [large/medium scale]:

   a. formative or process evaluation using mixed methods (qualitative and quantitative data collection and analysis)

   b. impact/outcome evaluation using mixed methods (qualitative and quantitative data collection and analysis)

   c. economic evaluation in a social services context (including either cost effectiveness analysis, return on investment, cost-benefit analysis or cost efficiency analysis)

   d. Applied, intervention, action, exploratory, longitudinal etc. research.

4) Demonstrate your experience and track record in conducting research and/or evaluation in the field of child right and child protection.

5) Demonstrate your experience and track record of leading socio-economic research, evaluations or consultancy work in Bangladesh that is sensitive to the local context and culture particularly : child rights, gender equality, religion and/or other factors]

6) Demonstrate your experience and track record in conducting ethical, inclusive and participatory research and/or evaluations involving a) children and b) women, c) schools and/or local communities in urban slum.

Bidder capacity

7) Describe the Project lead's coordination experience in leading consultancy work, research and/or evaluations of similar scale, and managing a team of diverse team of specialists.

8) Nominate the key personnel and resource pool who will perform the work in relation to this contract. Your response will be assessed on whether the skills and experience of key personnel adequately covers all areas of expertise and experience required, and your combined team resources (number of members) as required to implement the activities within the set timeframe. Please indicate the 'personnel type' for each key personnel using the types outlined in the table below for the next question.

Financial criteria

This personnel profile, schedule of rates and cost elements will be used for the purposes of assessing cost effectiveness, as well as managing and negotiating the agreed cost of deliverables, or agreed scope variations if required.

Personnel allocations

4. Use and adapt the table below to outline how much time has been allocated for the proposed team members to complete the required activities and deliverables. Indicate the type and number of personnel allocated, for example 1x5 days (one individual for 12 days = 12 days) or 3x10 days (three individuals for 10 days each = 30 days).

Activity/ Deliverable	[Project personnel]	[Project personnel]	[Project personnel]	[Project personnel]	[Add columns as needed]
Stage 1					
Sub Total					
Stage 2					
Sub Total					
Stage 3					
Sub Total					
TOTAL (All Stages)					

Personnel Rates

5. Please detail the daily rates for key categories of project personnel in the schedule below.

	Expected number of days	Daily Rate	Taxes	TOTAL
[Project personnel]				
[Project personnel]				

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[Project personnel]				
[Project personnel]				
[Add rows as needed]				
TOTAL				

Cost elements

6. Please specify all non-personnel related cost-elements that are budgeted for in this proposal.

Element	Budget allocated	Taxes	TOTAL
Inputs (please specify)			
Outputs (please specify)			
Travel (please specify)			
Support costs (please specify)			
Other disbursements (please specify)			

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